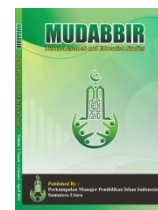




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## THE APPLICATION OF ESA (ENGAGE, STUDY, ACTIVE) TO INCREASE STUDENTS' VOCABULARY ABILITY AT SMP ROKITA SARI BANGUN PURBA

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### ABSTRACT

This research is the application of the ESA method (Engage, Study and Active) to improve the English vocabulary of SMP Rokita Sari Bangun Purba students. The population in the study were all 31 class VII students. This research was conducted in class action research, with the Suharsimi Arikunto model. This study consisted of pre-cycle, cycle 1 and cycle 2. Each cycle has 4 stages: planning, implementing, observing, and reflecting. One cycle is carried out for 3 meetings and the pre-cycle is carried out in 1 meeting. The criterion for success in this study was if 85% of the student population managed to achieve a score of 70 (kkm score). In the pre-cycle, the average score achieved by students was 61 with a percentage of 35%. In cycle 1, the average student score was 74.3 with a percentage of 58%, this result had not been successful, so the research was continued. And in cycle 2, the average value of students reached 83.6 with a percentage of 87%. The results of cycle 2 have reached the success criteria, so the action on this research stops in cycle 2. Based on the data presented, it can be concluded that the ESA method (Engage, Study, Active) succeeded in increasing students' English vocabulary.

**Keywords:** *ESA Method, English Vocabulary, and Classroom Action Research*

### INTRODUCTION

In this era of globalization, almost all jobs and activities cannot be separated from English. Especially in the world of education, English was a unit of study that has an important role to improve the quality of students' competitive abilities nationally and internationally. As stated in Handayani (2016) Mastery of English was the basic

capital to be able to compete in the global era. This means that English can be used as the language of instruction in certain educational units to support competitiveness in the world of education. This is one of the reasons why many researchers were developing ways of learning, approaches, methods and strategies in education. This is done to keep students' passion for learning easy up and down, especially in learning English.

According to the researcher, one of the methods that can be applied in learning English is the ESA (Engage, Study and active) method. The ESA method is an alternative way to teach EFL students how to speak English. Fithria & Ratmanida (2019:164) noted that this technique helps teachers in arousing students' interest, curiosity, and emotions, and encourages them to express their feelings, information, and language orally. In the ESA (Engage, Study, Activate) method, the teachers try to increase students' interest in learning and involve their emotions. This can be done through wordplay, guesswork, use of pictures, funny video recordings or sequences and entertaining anecdotal stories.

That way the class becomes more fun and this increases students' interest in learning continuously. This method is very suitable to be used for every problem of learning English, including in understanding vocabulary in learning English. But in reality there are still many students who are often faced with the problem of mastering vocabulary. This statement was obtained by the researchers from the observations made by the researchers, this is also supported by the the experiences of the researchers who was an alumni of the school. Researchers found that they have limited vocabulary, difficulties in translating, listening and also writing English vocabulary. So they cannot communicate well and tend to use Indonesian and do not practice English. This difficulty is caused by various factors, including the method or method chosen by the teacher in the learning process and the limitations of using English in daily conversation. In addition, the lack of student motivation in learning English caused by the self-taught method of teaching (asking students to look for difficult words in the text and then looking for the meaning and then memorizing them) is the main cause of this phenomenon. As stated by Purnawati (2017), it is stated that teachers tend to apply conventional and monotonous strategies in presenting speaking material because of the lack of variations in how to activate their students in oral production. This gives students a negative attitude towards English and makes students feel unmotivated, bored, and frustrated.

## **METODOLOGY**

This research refers to the performance of classroom action research (CAR). There are two variables, namely Engage, Study, Active (ESA) as the independent variable and students' vocabulary ability as the dependent variable. This research consists of four stages: Planning, Action, Implementation, Observation, and Reflection. The researcher have conduct this research in two cycles, namely the first and second

cycles which are closely related. Where, the realization of the second cycle is continued and improvements from the first cycle. It is applied to find solutions to the problems under study such as classroom management problems, learning methods, use of materials, or student learning. The researcher took the design of Suharsimi Arikunto (2011:16). The following is a description of the actions that have been carried out by researchers adopted from the four steps in action:

Planning, At this stage the researchers designed the teaching materials to be used such as lesson plans, observation sheets, media used and test answer keys.

Action, At this implementation stage, researchers make various efforts to improve learning patterns, increase interest in learning or change. This was carried out in accordance with the action plan carried out at the planning stage. Carried out in accordance with the action plan carried out at the planning stage.

Observation, During the learning process, the researcher observed the student learning process using an observation sheet. Reflection, After the action was taken, the researcher then analyzes the results and evaluates the shortcomings that must be corrected and main tains good changes.

In the second cycle the actions are almost the same as the first action. it's just that in cycle II the actions taken are more emphasized and also more developed so as to achieve the predetermined success criteria. This cycle can last up to cycle II. This research can last up to several cycles but in this study it ended in cycle II because the achievement criteria had been successful in cycle II.

This research is carried out for approximately one month, namely in 13 May 2022 which includes preparation and implementation. As for the entire series of research taking place at SMP Rokita Sari Bangun Purba. The reason the researcher chose this time was because it was the time when students had learned various vocabularies and this make the treatment more influential. While the reason the researcher chose the school was because the researcher had made observations and found that the students' vocabulary at the school was low and should be tested using the ESA method.

The subjects in this study was seventh grade students of SMP Rokita Sari. The number of samples was 31 students from one class. The researcher took VII as a sample and consisted of 31 students. The reason the researcher chose this class was because after doing the observation, class VII had a lower vocabulary skill compared to other classes. In addition, class VII was a class with students who still have a high interest in learning so that researchers feel that the ESA method was very suitable to be applied in this class

## **FINDING AND DISCUSSION**

This classroom action research was conducted in two cycles. The stages in this study were: planning, implementing, observing and reflecting. The sample selected was Rokita Sari Bangun Purba Junior High School, class VII with a total of 31 students. The reason the researcher chose this class was because the researcher had previously

observed the class and found that their English vocabulary was low and their interest in learning was also lacking. In this problem, the ESA method was very suitable to be used as a problem solver because it was fun and not monotonous so that students become more active in learning. The main objective of this research was to increase students' English vocabulary mastery through the ESA (Engage, Study, Active) method. The results of the data obtained to measure the success of the application of this method were carried out in each cycle after the treatment was carried out, while other data were obtained through observation sheets.

### Pre Cycle

The researcher conducted this pre-cycle at the initial meeting as a diagnostic reinforcement for students' English vocabulary mastery skills, especially on nouns and verbs. The reason the researcher did this pre cycle was to find out whether the material to be brought by the researcher had been studied and whether the material was feasible to be tested in the class.

**Table 4.1**  
**Assesment Result of Students' English Vocabulary in Pre Cycle**

No	Name	Value	Information
1.	Alan Sahril Berta Sipayung	70	Complete
2.	Al Ridho Rayhans	60	Not Complete
3.	Azhara Winitanaya Barus	60	Not Complete
4.	Cinta Anggreani	65	Not Complete
5.	Cristian Pardingatan Saragih	80	Complete
6.	Dedek Irawan	60	Not Complete
7.	Fahri Hidayah	80	Complete
8.	Fernandes House Barus	50	Not Complete
9.	Gabriel Maliaki Sinaga	60	Not Complete
10.	Hervida Br Tarigan	70	Complete
11.	Ibrena Barus	60	Not Complete
12.	Inca	60	Not Complete
13.	Jihan Amelia	70	Complete
14.	Keisya Maharani	60	Not Complete
15.	Maria Jeanrischa Br Ginting	50	Not Complete
16.	Melita Lorena Br Tarigan	25	Not Complete
17.	Muhhamad Aidil	60	Not Complete
18.	Nadya Pransiska Br Barus	70	Complete
19.	Nurhikmah	70	Complete
20.	Pranata Sitepu	70	Complete
21.	Ramadani	60	Not Complete
22.	Rendi Steven Barus	60	Not Complete
23.	Rio Imanuel Sembiring	60	Not Complete
24.	Riva Aulia Sari Ginting	55	Not Complete

25.	Sakinah Purba	65	Not Complete
26.	Sentianus Purba	80	Complete
27.	Siti Hadijah	70	Complete
28.	Suci Rahayu	50	Not Complete
29.	Suranesa Sinaga	70	Complete
30.	Tidar Ginting	30	Not Complete
31.	Widia Ramadani	55	Not Complete

**Table 4.2**  
**English Score Before Treatment**

<b>Total Student</b>	<b>The Highest Score</b>	<b>The Lowest Score</b>	<b>The Mean Score</b>	<b>Complete Percentage</b>
31	80	25	61	35%

From the data and table above, it can be seen that there were 11 students who were able to complete the diagnostic test and there were 20 students who were still unable to complete the test and 35% Complete Percentage . It also shows that the students' vocabulary mastery level was very low and classroom action research was needed to help increasing students' English vocabulary skills.

### Cycle 1

This cycle was carried out in three meetings. At this first meeting researcher explained about nouns (conditional nouns and unconditional nouns). After explaining the learning material, researcher gave the task of strengthening the material to find out how far they had understood the material that had been explained by the students. Then at the second meeting researcher explained the material about verbs (regular verbs and irregular verbs) and at the end of the lesson the researcher again gave the task of strengthening understanding. In this learning process researcher made a lot of efforts to make the learning process fun so that ESA was really implemented. Researcher warmed up first by singing an English children's song, giving a printed image as a medium to attract the students' attention. And at the third meeting researcher gave a test of the end of cycle 1. The following was the test data for cycle 1:

**Table 4.3**  
**Assesment Result of Students' English Vocabulary in Cycle 1**

<b>No</b>	<b>Name</b>	<b>Value</b>	<b>Information</b>
1.	Alan Sahril Berta Sipayung	84	Complete
2.	Al Ridho Rayhans	76	Complete
3.	Azhara Winitanaya Barus	84	Complete
4.	Cinta Anggreani	76	Complete
5.	Cristian Pardingatan Saragih	84	Complete
6.	Dedek Irawan	76	Complete
7.	Fahri Hidayah	92	Complete
8.	Fernandes House Barus	60	Not Complete

9.	Gabriel Maliaki Sinaga	68	Not Complete
10.	Hervida Br Tarigan	76	Complete
11.	Ibrena Barus	68	Not Complete
12.	Inca	68	Not Complete
13.	Jihan Amelia	80	Complete
14.	Keisya Maharani	68	Not Complete
15.	Maria Jeanrischa Br Ginting	76	Complete
16.	Melita Lorena Br Tarigan	56	Not Complete
17.	Muhhamad Aidil	66	Not Complete
18.	Nadya Pransiska Br Barus	88	Complete
19.	Nurhikmah	86	Complete
20.	Pranata Sitepu	88	Complete
21.	Ramadani	66	Not Complete
22.	Rendi Steven Barus	76	Complete
23.	Rio Imanuel Sembiring	68	Not Complete
24.	Riva Aulia Sari Ginting	62	Not Complete
25.	Sakinah Purba	76	Complete
26.	Sentianus Purba	88	Complete
27.	Siti Hadijah	78	Complete
28.	Suci Rahayu	68	Not Complete
29.	Suranesa Sinaga	80	Complete
30.	Tidar Ginting	56	Not Complete
31.	Widia Ramadani	68	Not Complete

**Table 4.4**  
**English Score After Treatment in Cycle 1**

<b>Total Student</b>	<b>The Highest Score</b>	<b>The Lowest Score</b>	<b>The Mean Score</b>	<b>Complete Percentage</b>
31	92	56	74,3	58%

The results of the treatment in cycle one showed that there was progress in students' understanding of English vocabulary. It can be seen that some students already understand and are able to complete the test with good results, although there were still many students who were still unable to complete the test. Before treatment, only 11 students completed the test well and in cycle 1 this changed to 18 people, which means only 7 people improved rapidly and understood the material well and still 58%, which means that this treatment still had to be continued in cycle 2.

### Cycle 2

Cycle 2 was also carried out in 3 meetings. The material taught remains the same, namely regarding nouns and verbs, but the difference in this cycle was the emphasis and deepening of the material and the full use of the ESA method. In the first meeting, the researcher reviewed the countable and uncountable nouns with a wider exploration level. The researcher drew circles, squares and rectangles and triangles on the

blackboard then asked the students what they thought of the pictures. Then each student was asked to come forward and write down examples of what nouns were on their minds after seeing the pictures on the blackboard. At the second meeting, the researcher taught regular and irregular verbs by arranging the pieces of letters that had been prepared by the researcher to form a verb. In addition to compiling verbs, the researcher also asked students to classify them into regular and irregular verbs. Then at the third meeting the researcher gave a final student test. The results of the treatment from cycle 2 can be seen from the table and calculations below:

**Table 4.5**

**Assesment Result of Students' English Vocabulary in Cycle 2**

No	Name	Value	Information
1.	Alan Sahril Berta Sipayung	92	Complete
2.	Al Ridho Rayhans	84	Complete
3.	Azhara Winitanaya Barus	92	Complete
4.	Cinta Anggreani	80	Complete
5.	Cristian Pardingatan Saragih	90	Complete
6.	Dedek Irawan	84	Complete
7.	Fahri Hidayah	95	Complete
8.	Fernandes House Barus	68	Not Complete
9.	Gabriel Maliaki Sinaga	80	Complete
10.	Hervida Br Tarigan	88	Complete
11.	Ibrena Barus	88	Complete
12.	Inca	88	Complete
13.	Jihan Amelia	88	Complete
14.	Keisya Maharani	76	Complete
15.	Maria Jeanrischa Br Ginting	84	Complete
16.	Melita Lorena Br Tarigan	68	Not Complete
17.	Muhhamad Aidil	80	Complete
18.	Nadya Pransiska Br Barus	92	Complete
19.	Nurhikmah	88	Complete
20.	Pranata Sitepu	92	Complete
21.	Ramadani	74	Complete
22.	Rendi Steven Barus	88	Complete
23.	Rio Imanuel Sembiring	80	Complete
24.	Riva Aulia Sari Ginting	68	Not Complete
25.	Sakinah Purba	90	Complete
26.	Sentianus Purba	92	Complete
27.	Siti Hadijah	82	Complete
28.	Suci Rahayu	80	Complete
29.	Suranesa Sinaga	88	Complete
30.	Tidar Ginting	66	Not Complete
31.	Widia Ramadani	88	Complete

**Table 4.6**  
**English Score After Treatment in Cycle 2**

<b>Total Student</b>	<b>The Highest Score</b>	<b>The Lowest Score</b>	<b>The Mean Score</b>	<b>Complete Percentage</b>
31	95	66	83,6	87%

In the results of the data and table above, it can be seen that in the second cycle there were many changes. There were 27 students who were able to complete the test well, that means there were 9 students who experienced an increase in this second cycle and the remaining 4 students who could not reach the KKM score. Although these 4 students could not exceed the KKM score, there was an increase in the value in each cycle. These results indicate that not all students have the same ability, capture and recall of different learning. Because the success criteria have been achieved, the cycle will not be continued again and will end in cycle 2 only.

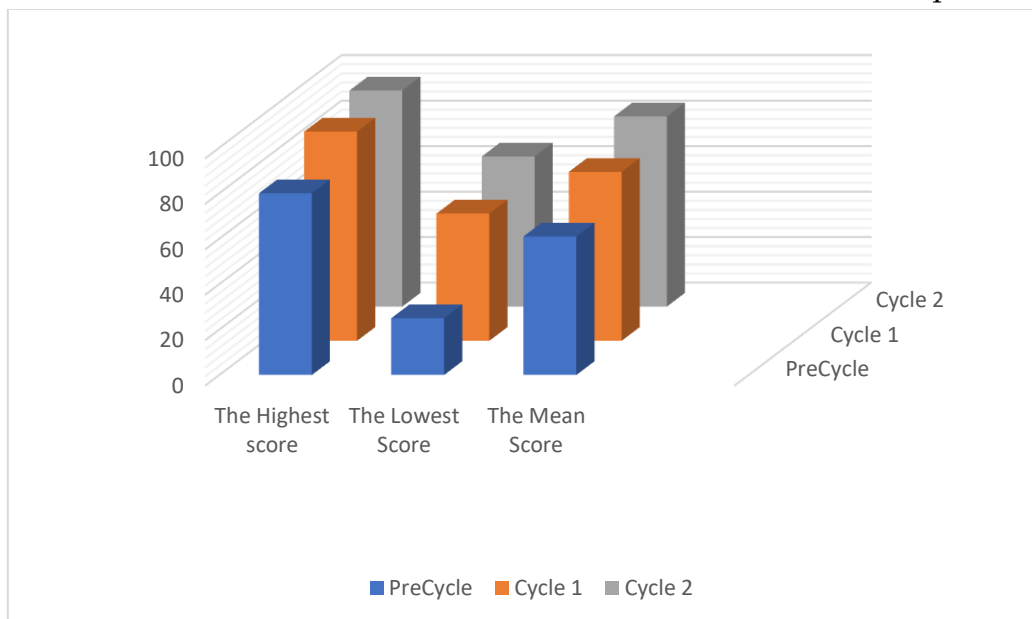
Based on observations made by researcher, the results of this study were influenced by internal and external factors. In cycle 1, the researcher found that the inhibiting factors for students in accepting the learning carried out by the researcher were as follows:

- a) Internal factors
  - 1) Students did not really understand the material on conditional nouns, unconditional nouns and regular, irregular verbs.
  - 2) Laziness and the habit of cheating on friends
  - 3) Lack of concern for the current situation
  - 4) Follow the learning process passively
- b) External Factors:
  - 1) During meetings 1 and 2 the weather was unfavorable because it was raining, drizzling and cloudy causing some students to be sleepy and only a few of the students were really active.
  - 2) The relatively short learning time makes students not fully understand but are required to understand
  - 3) During the learning process, students who were not present on the previous day were asked by the vice principal to leave the classroom and clean the field, this caused not all students to receive the same and clear treatment.

After observing the implementation of the learning process in cycle 2, the researcher reflected that the teacher had to be really active and had to really understand the condition of the class, the students and the mood of the students. Even though each student has different learning abilities, the weather and class conditions cannot be predicted, the teacher must be able to adjust and not only make his own learning flow



without thinking about the students and their learning environment. The following was a diagram of student scores from before treatment until treatment is completed:



From the diagram above, we can see that in each cycle there was an increase in student scores, some scores increased rapidly and some only increased slightly. From the beginning before the treatment (pre-cycle) with the number of students 31 people and only 11 people (35%) who successfully completed the test, then after the treatment was carried out (cycle 1) the students experienced an increase in vocabulary, 7 of them managed to complete the test well. means that there are 18 students (56%) who managed to exceed the KKM. Because the success criteria had not been achieved, the treatment was continued (cycle 2) and succeeded in increasing students' vocabulary skills to become more rapidly reaching 87%, which means there were 27 students who managed to exceed the KKM score. Although there are still some students who cannot achieve the KKM score but they still experience a drastic increase in mastering English vocabulary, the researcher concludes that it is not because they are not able to, it's just that they have a slightly slower understanding ability than their friends so that researchers and teachers should pay more attention and explanation to them.

## CONCLUSION

The ESA (Engage, Study, Active) method is a method developed by Jeremy Harmer. This method has been tested by several researchers with different data processing processes and has been successfully carried out. The reason the researcher chose this method was to see whether the effectiveness and success of this method also applies to improving the English vocabulary of seventh grade junior high school students. Mastery of English is an important problem that must be overcome and controlled because at this time all fields require good English skills and the key to mastering English is an adequate vocabulary.

However, there are still many students who cannot master adequate English vocabulary, are reluctant to learn English and have difficulty memorizing English vocabulary. Through this problem, the researcher chose the ESA method to be applied and researched on new objects and subjects, because this method makes students more active because they are involved in the learning process, also the method makes students more interested and happy because it is not boring. Apart from that, the main thing that must be done by teachers is to always make the classroom atmosphere more interesting, colorful and feel more comfortable so that students feel ready and enthusiastic in accepting learning. Although at first the students refused to be involved in the ESA learning method that the researchers applied,. This can be seen from the research process carried out by researchers in stages and also the results of data processing have proven an increase and activity so that this research is successful with a satisfactory value. Based on the description above, it can be concluded that the ESA (Engage, Study, Active) method is very suitable in improving students' English words.the learning process progressed they felt happy and enthusiastic about the English lessons conducted by the researchers

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